



July 2007

**DEPARTMENT OF EDUCATION**  
2006–2007 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. The *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2006-2007 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science and technology at grades 4 and 8, based on achievement standards set last year and disaggregated by student and school characteristics. The reports also contain baseline status in writing at grades 5 and 8, reported according to new standards set this year through a process approved by advisory committees and informed by Maine teachers. This report, together with MEA individual student and subject specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The writing reports provide information on a student's ability to respond to a prompt measuring narrative writing at grade 5 and persuasive/argumentative writing at grade 8. More information about the design of the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 4

Test Date: March 2007 (Reports Revised October 2007)  
ID: 12231583  
District: MSAD 29  
School: Houlton Southside School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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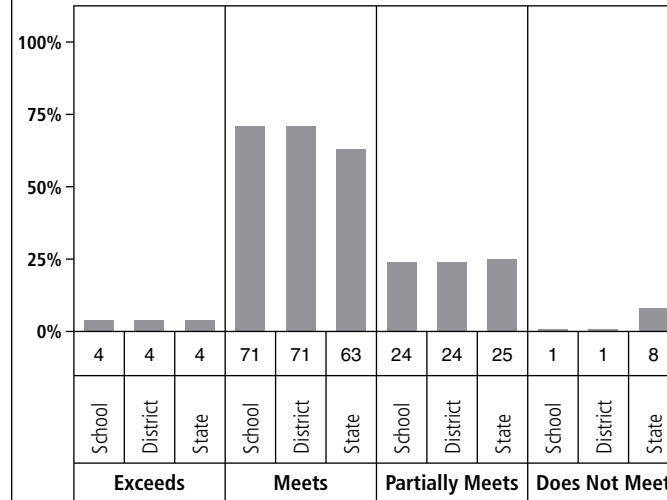
# SUMMARY OF SCORES

Date: March 2007  
Grade: 4  
District: MSAD 29  
School: Houlton Southside School

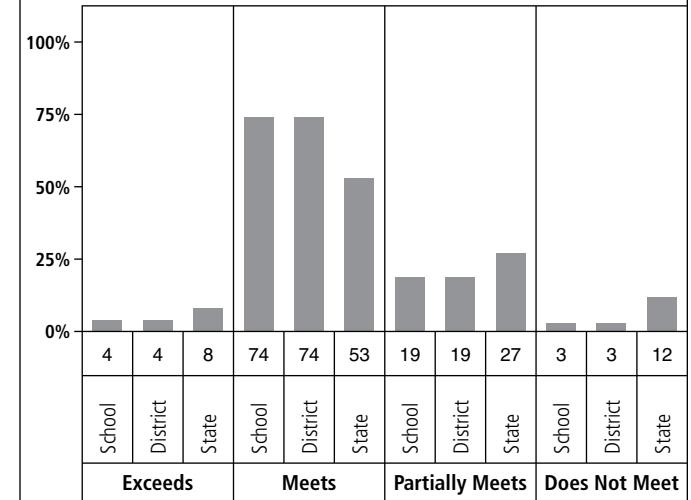
## Summary of School, District, and State Scores

Year	Average Scaled Score		
	School	District	State
<b>ELA – Reading</b>			
2005–2006	446	445	444
<b>2006–2007</b>	<b>447</b>	<b>447</b>	<b>445</b>
Cum. Avg. *	446	446	444
<b>Mathematics</b>			
2005–2006	446	447	444
<b>2006–2007</b>	<b>449</b>	<b>449</b>	<b>445</b>
Cum. Avg. *	447	448	444
<b>Science &amp; Technology</b>			
2005–2006	444	444	444
<b>2006–2007</b>	<b>445</b>	<b>445</b>	<b>444</b>
Cum. Avg. *	444	444	444

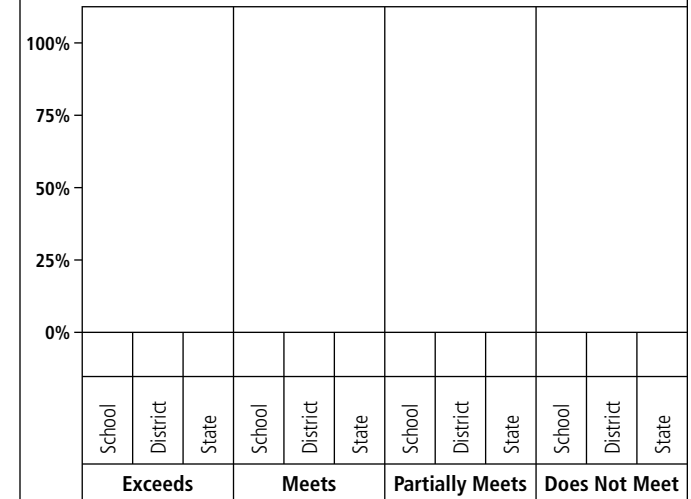
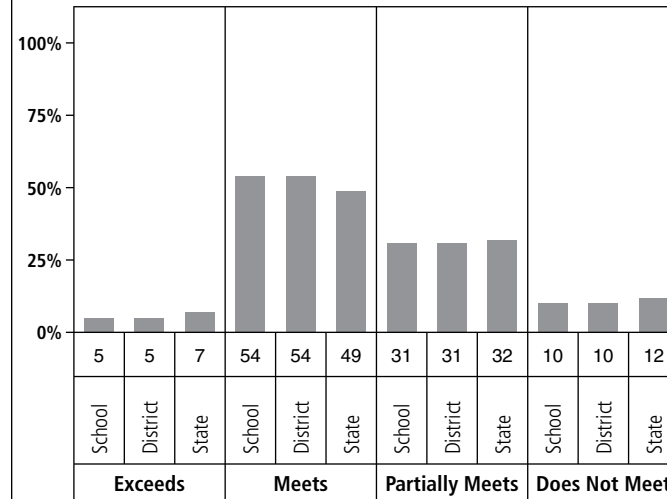
### ELA – READING



### MATHEMATICS



### SCIENCE AND TECHNOLOGY



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Date: March 2007  
 Grade: 4  
 District: MSAD 29  
 School: Houlton Southside School

CATEGORY OF PARTICIPATION		Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																											
								ELA-Reading						Mathematics						Science and Technology															
		School		District		State		School		District		State		School		District		State		School		District		State		School		District		State					
		n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%				
Total number of students		82	100	82	100	14184	100	80	98	80	98	14078	99	80	98	80	98	14078	99	80	98	80	98	14057	99										
Ethnicity	African American	1	1	1	1	391	3	1	100	1	100	385	99	1	100	1	100	387	99	1	100	1	100	377	97										
	American Indian/Native Alaskan	9	11	9	11	117	1	9	100	9	100	112	97	9	100	9	100	112	97	9	100	9	100	112	97										
	Asian/Pacific Islander	0	0	0	0	204	1	0	0	0	0	204	100	0	0	0	0	204	100	0	0	0	0	204	100										
	Hispanic	2	2	2	2	171	1	2	100	2	100	171	100	2	100	2	100	170	99	2	100	2	100	169	99										
	White	70	85	70	85	13295	94	68	97	68	97	13204	99	68	97	68	97	13203	99	68	97	68	97	13193	99										
	Not Reported	0	0	0	0	6	0	0	0	0	0	2	33	0	0	0	0	2	33	0	0	0	0	2	33										
Identified disability		24	29	24	29	2538	18	24	100	24	100	2508	99	24	100	24	100	2509	99	24	100	24	100	2502	99										
Current LEP		0	0	0	0	302	2	0	0	0	0	298	99	0	0	0	0	300	99	0	0	0	0	289	96										
Economically disadvantaged		48	59	48	59	5522	39	46	96	46	96	5468	99	46	96	46	96	5467	99	46	96	46	96	5450	99										
Migrant		0	0	0	0	4	0	0	0	0	0	4	100	0	0	0	0	4	100	0	0	0	0	4	100										

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics						Science and Technology											
	School		District		State		School		District		State		School		District		State		School		District		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	55	67	55	67	10869	77	55	67	55	67	10883	77	55	67	55	67	10890	77						
Identified disability (PET/IEP)	2	4	2	4	435	4	2	4	2	4	445	4	2	4	2	4	453	4						
LEP	0	0	0	0	133	1	0	0	0	0	124	1	0	0	0	0	126	1						
504 plan	2	4	2	4	122	1	2	4	2	4	122	1	2	4	2	4	123	1						
Participation with accommodations	23	28	23	28	3019	21	23	28	23	28	3029	21	23	28	23	28	3014	21						
Identified disability (PET/IEP)	20	87	20	87	1897	63	20	87	20	87	1903	63	20	87	20	87	1900	63						
LEP	0	0	0	0	151	5	0	0	0	0	172	6	0	0	0	0	160	5						
504 plan	1	4	1	4	62	2	1	4	1	4	62	2	1	4	1	4	61	2						
Other	2	9	2	9	941	31	2	9	2	9	924	31	2	9	2	9	925	31						
Participation through alternate assessment (PAAP)	2	2	2	2	180	1	2	2	2	2	166	1	2	2	2	2	153	1						
Identified disability (PET/IEP)	2	100	2	100	175	97	2	100	2	100	161	97	2	100	2	100	149	97						
LEP	0	0	0	0	4	2	0	0	0	0	4	2	0	0	0	0	3	2						
504 plan	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	1	1						
Approved non-participation in reading – 1st year LEP	0	0	0	0	10	0																		
Approved non-participation – special consideration	0	0	0	0	17	0	0	0	0	0	19	0	0	0	0	0	19	0						
Non-participation – other	2	2	2	2	89	1	2	2	2	2	87	1	2	2	2	2	108	1						

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Date: March 2007  
Grade: 4  
District: MSAD 29  
School: Houlton Southside School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 461–480)	2005-2006 <b>2006-2007</b> Cum. Avg.	6	7	5	6	601	4
		<b>3</b>	<b>4</b>	<b>3</b>	<b>4</b>	<b>507</b>	<b>4</b>
		5	6	4	5	554	4
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 441–460)	2005-2006 <b>2006-2007</b> Cum. Avg.	54	61	53	62	7910	57
		<b>55</b>	<b>71</b>	<b>55</b>	<b>71</b>	<b>8749</b>	<b>63</b>
		55	65	54	66	8330	60
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 431–440)	2005-2006 <b>2006-2007</b> Cum. Avg.	23	26	23	27	3970	29
		<b>19</b>	<b>24</b>	<b>19</b>	<b>24</b>	<b>3467</b>	<b>25</b>
		21	25	21	26	3719	27
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 400–430)	2005-2006 <b>2006-2007</b> Cum. Avg.	5	6	5	6	1421	10
		<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1165</b>	<b>8</b>
		3	4	3	4	1293	9

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	48	100	33.0	68.8	33.0	68.8	31.0	64.6
Literary Text	24	50	17.4	72.5	17.4	72.5	16.4	68.3
Informational Text	24	50	15.6	65.0	15.6	65.0	14.5	60.4

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short authentic texts, selected from developmentally appropriate published works. Items on the MEA measure Grade Level Expectations, based on Maine’s *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# ELA-READING RESULTS

## (CONTINUED)

Date: March 2007  
Grade: 4  
District: MSAD 29  
School: Houlton Southside School

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	78	3	4	55	71	19	24	1	1	447	78	4	71	24	1	447	13888	4	63	25	8	445
<b>Ethnicity</b>																						
African American	1										1						372	0	44	31	25	437
American Indian/Native Alaskan	9	0	0	4	44	5	56	0	0	442	9	0	44	56	0	442	110	1	49	34	16	441
Asian/Pacific Islander	0										0						200	4	66	22	9	446
Hispanic	2										2						166	0	51	37	12	441
White	66	3	5	49	74	13	20	1	2	448	66	5	74	20	2	448	13038	4	64	25	8	445
Not Reported	0										0						2					
<b>Identified disability</b>																						
Yes	22	0	0	12	55	10	45	0	0	443	22	0	55	45	0	443	2332	1	34	41	25	438
No	56	3	5	43	77	9	16	1	2	449	56	5	77	16	2	449	11556	4	69	22	5	447
<b>Limited English proficient students</b>																						
Current LEP in first year	0										0						5	0	20	20	60	421
Current LEP beyond first year	0										0						279	0	31	36	33	435
<b>Economically disadvantaged</b>																						
Yes	44	0	0	28	64	15	34	1	2	444	44	0	64	34	2	444	5368	1	52	33	14	442
No	34	3	9	27	79	4	12	0	0	451	34	9	79	12	0	451	8520	5	70	20	5	447
<b>Migrant</b>																						
Yes	0										0						4					
No	78	3	4	55	71	19	24	1	1	447	78	4	71	24	1	447	13884	4	63	25	8	445
<b>Gender</b>																						
Female	39	1	3	26	67	12	31	0	0	447	39	3	67	31	0	447	6719	5	65	23	8	446
Male	39	2	5	29	74	7	18	1	3	448	39	5	74	18	3	448	7167	3	61	27	9	444
Not Reported	0										0						2					
<b>Title 1A targeted program</b>																						
Yes	4										4						1864	0	38	44	18	439
No	74	3	4	52	70	18	24	1	1	447	74	4	70	24	1	447	12024	4	67	22	7	446
<b>Gifted/talented program</b>																						
Yes	5	2	40	3	60	0	0	0	0	458	5	40	60	0	0	458	402	19	80	0	0	457
No	73	1	1	52	71	19	26	1	1	447	73	1	71	26	1	447	13486	3	62	26	9	445

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA–READING RESULTS

## (QUESTIONNAIRE ITEMS)

Date: March 2007  
Grade: 4  
District: MSAD 29  
School: Houlton Southside School

QUESTIONNAIRE ITEMS	School										District						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	4	0	0	1	33	2	67	0	0	442	4	0	33	67	0	442	5	1	45	33	21	440
B. less than one hour	68	2	4	34	64	17	32	0	0	447	68	4	64	32	0	447	76	4	64	24	7	446
C. one to two hours	28	1	5	20	91	0	0	1	5	448	28	5	91	0	5	448	18	4	65	24	7	446
D. more than two hours	0										0						2	3	43	32	23	440
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>																						
A. The questions on the test match what I have learned in reading class.	38	1	3	25	83	4	13	0	0	449	38	3	83	13	0	449	31	5	67	20	7	447
B. They match some of what I have learned.	46	2	6	21	58	12	33	1	3	446	46	6	58	33	3	446	51	3	67	24	6	446
C. They match just a little of what I have learned.	12	0	0	7	78	2	22	0	0	447	12	0	78	22	0	447	13	1	49	34	15	441
D. There is no match.	4	0	0	2	67	1	33	0	0	444	4	0	67	33	0	444	5	1	37	39	22	439
<b>Which of the following best describes how you rate yourself as a student in reading?</b>																						
A. very good	28	0	0	14	64	7	32	1	5	445	28	0	64	32	5	445	36	6	70	17	6	448
B. good	54	3	7	31	74	8	19	0	0	449	54	7	74	19	0	449	49	3	63	27	7	445
C. fair	15	0	0	8	67	4	33	0	0	445	15	0	67	33	0	445	13	1	49	36	14	441
D. poor	3	0	0	2	100	0	0	0	0	455	3	0	100	0	0	455	2	0	32	38	30	436
<b>How hard was the reading part of this test?</b>																						
A. harder than my regular schoolwork	14	0	0	6	55	5	45	0	0	445	14	0	55	45	0	445	16	1	47	35	17	441
B. about the same as my regular schoolwork	58	2	5	32	73	10	23	0	0	449	58	5	73	23	0	449	61	4	67	23	6	446
C. easier than my regular schoolwork	28	1	5	15	71	4	19	1	5	446	28	5	71	19	5	446	23	3	64	24	8	445
<b>How hard were the reading passages on this test?</b>																						
A. Most of the passages were more difficult than what I usually read.	12	0	0	2	22	7	78	0	0	440	12	0	22	78	0	440	14	0	35	42	23	438
B. Most of the passages were about the same as what I usually read.	50	2	5	29	76	7	18	0	0	449	50	5	76	18	0	449	51	3	66	25	6	445
C. Most of the passages were easier than what I usually read.	38	1	3	22	76	5	17	1	3	448	38	3	76	17	3	448	36	6	71	17	6	448
<b>How much time do you spend reading at home each day?</b>																						
A. more than one hour	23	0	0	16	89	2	11	0	0	449	23	0	89	11	0	449	18	6	66	21	7	447
B. 20 minutes to an hour	53	3	7	28	68	9	22	1	2	448	53	7	68	22	2	448	55	4	67	22	6	446
C. less than 20 minutes	10	0	0	5	63	3	38	0	0	447	10	0	63	38	0	447	14	1	57	29	13	442
D. I rarely read at home.	14	0	0	6	55	5	45	0	0	443	14	0	55	45	0	443	13	1	49	36	13	441
<b>How many pages do you read in school and to complete homework assignments?</b>																						
A. five or fewer pages	38	1	3	23	79	5	17	0	0	448	38	3	79	17	0	448	23	3	54	31	12	443
B. six to ten pages	34	1	4	14	54	10	38	1	4	445	34	4	54	38	4	445	26	3	63	26	8	445
C. eleven or more pages	29	1	5	18	82	3	14	0	0	449	29	5	82	14	0	449	51	4	68	21	6	447
<b>Optional school/district question</b>																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

# MATHEMATICS RESULTS

Date: March 2007  
Grade: 4  
District: MSAD 29  
School: Houlton Southside School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 461–480)	2005-2006	9	10	10	12	1294	9
	<b>2006-2007</b>	<b>3</b>	<b>4</b>	<b>3</b>	<b>4</b>	<b>1054</b>	<b>8</b>
	Cum. Avg.	6	7	7	8	1174	8
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 441–460)	2005-2006	51	58	48	56	7000	50
	<b>2006-2007</b>	<b>58</b>	<b>74</b>	<b>58</b>	<b>74</b>	<b>7394</b>	<b>53</b>
	Cum. Avg.	55	65	53	64	7197	52
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 429–440)	2005-2006	21	24	21	24	3784	27
	<b>2006-2007</b>	<b>15</b>	<b>19</b>	<b>15</b>	<b>19</b>	<b>3729</b>	<b>27</b>
	Cum. Avg.	18	21	18	22	3757	27
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 400–428)	2005-2006	7	8	7	8	1894	14
	<b>2006-2007</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>1735</b>	<b>12</b>
	Cum. Avg.	5	6	5	6	1815	13

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	10.3	68.7	10.3	68.7	10.1	67.3
Cluster 2: Shape and Size	14	29	9.7	69.3	9.7	69.3	8.6	61.4
Cluster 3: Mathematical Decision Making	5	10	4.1	82.0	4.1	82.0	3.6	72.0
Cluster 4: Patterns	14	29	10.1	72.1	10.1	72.1	8.9	63.6

## Cluster 1: Numbers and Operations

- A. Numbers and Number Sense
- B. Computation
- I. Discrete Mathematics (grades 3 and 4 only)

## Cluster 2: Shape and Size

- E. Geometry
- F. Measurement

## Cluster 3: Mathematical Decision Making

- C. Data Analysis and Statistics
- D. Probability

## Cluster 4: Patterns

- G. Patterns, Relations, and Functions
- H. Algebra Concepts
- K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# MATHEMATICS RESULTS

## (CONTINUED)

Date: March 2007  
 Grade: 4  
 District: MSAD 29  
 School: Houlton Southside School

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	78	3	4	58	74	15	19	2	3	449	78	4	74	19	3	449	13912	8	53	27	12	445
<b>Ethnicity</b>																						
African American	1										1						381	2	33	31	34	435
American Indian/Native Alaskan	9	0	0	5	56	3	33	1	11	442	9	0	56	33	11	442	110	1	58	30	11	443
Asian/Pacific Islander	0										0						202	9	57	22	11	447
Hispanic	2										2						166	2	44	37	17	441
White	66	3	5	51	77	11	17	1	2	450	66	5	77	17	2	450	13051	8	54	27	12	445
Not Reported	0										0						2					
<b>Identified disability</b>																						
Yes	22	0	0	12	55	9	41	1	5	444	22	0	55	41	5	444	2348	2	34	34	30	437
No	56	3	5	46	82	6	11	1	2	451	56	5	82	11	2	451	11564	9	57	25	9	446
<b>Limited English proficient students</b>																						
Current LEP in first year	0										0						13	0	31	8	62	426
Current LEP beyond first year	0										0						283	2	34	30	34	435
<b>Economically disadvantaged</b>																						
Yes	44	0	0	32	73	10	23	2	5	446	44	0	73	23	5	446	5379	3	44	34	19	440
No	34	3	9	26	76	5	15	0	0	452	34	9	76	15	0	452	8533	11	59	23	8	448
<b>Migrant</b>																						
Yes	0										0						4					
No	78	3	4	58	74	15	19	2	3	449	78	4	74	19	3	449	13908	8	53	27	12	445
<b>Gender</b>																						
Female	39	1	3	27	69	10	26	1	3	447	39	3	69	26	3	447	6727	7	53	27	13	444
Male	39	2	5	31	79	5	13	1	3	451	39	5	79	13	3	451	7183	8	54	26	12	445
Not Reported	0										0						2					
<b>Title 1A targeted program</b>																						
Yes	4										4						1872	1	32	42	25	436
No	74	3	4	55	74	14	19	2	3	449	74	4	74	19	3	449	12040	9	56	24	10	446
<b>Gifted/talented program</b>																						
Yes	5	2	40	3	60	0	0	0	0	460	5	40	60	0	0	460	402	42	55	2	0	461
No	73	1	1	55	75	15	21	2	3	448	73	1	75	21	3	448	13510	7	53	28	13	444

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Date: March 2007  
Grade: 4  
District: MSAD 29  
School: Houlton Southside School

QUESTIONNAIRE ITEMS	School										District						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N			%	%	%	%			%	%	%	%	
<b>How much homework do you do on school nights?</b> A. none B. less than one hour C. one to two hours D. more than two hours	4 68 28 0	0 2 1	0 4 5	1 38 19	33 72 86	2 12 1	67 23 5	0 1 1	0 2 5	438 449 450	4 68 28 0	0 4 5	33 72 86	67 23 5	0 2 5	438 449 450	5 76 18 2	4 8 7 4	40 54 54 36	28 26 28 35	28 11 11 26	439 445 445 438
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b> A. The questions on the test match what I have learned in mathematics class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	45 43 10 1	1 1 1 0	3 3 13 0	26 25 5 1	74 76 63 100	8 5 2 0	23 15 25 0	0 2 0 0	0 6 0 0	450 448 450 446	45 43 10 1	3 3 13 0	74 76 63 100	23 15 25 0	0 6 0 0	450 448 450 446	40 46 10 4	11 6 4 4	58 54 40 28	22 29 34 35	9 11 23 33	448 444 439 436
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b> A. very good B. good C. fair D. poor	41 46 12 1	2 1 0 0	6 3 0 0	26 25 6 1	81 69 67 100	3 9 3 0	9 25 33 0	1 1 0 0	3 3 0 0	451 447 448 446	41 46 12 1	6 3 0 0	81 69 67 100	9 25 33 0	3 3 0 0	451 447 448 446	37 46 14 2	14 5 2 1	59 54 42 27	18 29 38 43	9 12 19 29	449 444 440 435
<b>How hard was the mathematics part of this test?</b> A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	12 57 31	1 2 0	11 5 0	4 35 19	44 80 79	4 7 3	44 16 13	0 0 2	0 0 8	446 450 448	12 57 31	11 5 0	44 80 79	44 16 13	0 0 8	446 450 448	12 62 26	4 7 11	37 56 56	34 27 23	25 10 10	438 445 447
<b>How often do you use hands-on materials in mathematics class?</b> A. almost every day B. two or three days a week C. two or three times each month D. never	18 48 27 6	0 1 2 0	0 3 10 0	9 29 15 4	64 78 71 80	3 7 4 1	21 19 19 20	2 0 0 0	14 0 0 0	444 450 451 447	18 48 27 6	0 3 10 0	64 78 71 80	21 19 19 20	14 0 0 0	444 450 451 447	21 37 34 8	6 8 9 6	47 55 57 46	29 26 26 30	18 11 9 18	442 445 446 442
<b>How often do you use calculators in mathematics class?</b> A. almost every day B. two or three days a week C. two or three times each month D. never	3 13 56 29	0 0 2 1	0 0 5 5	0 3 36 18	0 30 84 82	2 7 4 2	100 70 9 9	0 0 1 1	0 0 2 5	435 443 450 451	3 13 56 29	0 0 5 5	0 30 84 82	100 70 9 9	0 0 2 5	435 443 450 451	4 19 56 21	2 6 9 6	33 47 58 50	34 31 24 28	31 15 8 16	436 443 447 443
<b>On average, how many minutes a day do you spend working on mathematics in class?</b> A. less than 30 minutes B. 30–45 minutes C. 45–60 minutes D. more than 60 minutes	12 36 49 4	0 2 1 0	0 7 3 0	5 21 30 2	56 75 79 67	4 4 7 0	44 14 18 0	0 1 0 1	0 4 0 33	446 449 450 442	12 36 49 4	0 7 3 0	56 75 79 67	44 14 18 0	0 4 0 33	446 449 450 442	8 27 40 25	3 5 9 10	39 51 57 56	35 30 25 24	24 15 10 10	438 443 446 447
<b>Optional school/district question</b> A. B. C. D.	0 0 0 0										0 0 0 0											

# SCIENCE AND TECHNOLOGY RESULTS

Date: March 2007  
Grade: 4  
District: MSAD 29  
School: Houlton Southside School

ACHIEVEMENT LEVEL DEFINITIONS			STUDENTS AT EACH ACHIEVEMENT LEVEL					
			School		District		State	
			N	%	N	%	N	%
The quality of a student's work at each achievement level reflects progress in attaining Maine's Grade Span Expectations in science and technology.								
<b>Exceeds the Standards</b> – The student's work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information, analyze and solve difficult problems using the processes of scientific inquiry, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (scaled score 461–480)	2005-2006 <b>2006-2007</b> Cum. Avg.		5	6	5	6	751	5
			4	5	4	5	963	7
			5	6	5	6	857	6
<b>Meets the Standards</b> – The student's work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student's responses demonstrate the ability to analyze and solve routine problems using the processes of scientific inquiry and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (scaled score 441–460)	2005-2006 <b>2006-2007</b> Cum. Avg.		52	58	50	57	7251	52
			42	54	42	54	6824	49
			47	55	46	55	7038	50
<b>Partially Meets the Standards</b> – The student's work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems using scientific inquiry but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (scaled score 429–440)	2005-2006 <b>2006-2007</b> Cum. Avg.		23	26	22	25	4514	32
			24	31	24	31	4382	32
			24	28	23	27	4448	32
<b>Does Not Meet the Standards</b> – The student's work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems and use the skills of scientific inquiry. There are many inaccuracies and explanations are illogical, incomplete, or missing. (scaled score 400–428)	2005-2006 <b>2006-2007</b> Cum. Avg.		10	11	11	13	1458	10
			8	10	8	10	1735	12
			9	11	10	12	1597	11

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
Cluster 1: Life Sciences	12	25	7.2	60.0	7.2	60.0	7.6	63.3
Cluster 2: Physical Sciences	12	25	9.0	75.0	9.0	75.0	8.8	73.3
Cluster 3: Earth and Space Sciences	12	25	6.9	57.5	6.9	57.5	6.8	56.7
Cluster 4: Nature and Implications of Science	12	25	8.4	70.0	8.4	70.0	7.8	65.0

## Cluster 1: Life Sciences

- A. Classifying Life Forms
- B. Ecology
- C. Cells

## Cluster 2: Physical Sciences

- E. Structure of Matter
- H. Energy
- I. Motion

## Cluster 3: Earth and Space Sciences

- D. Continuity and Change
- F. The Earth
- G. The Universe

## Cluster 4: Nature and Implications of Science

- J. Inquiry and Problem Solving
- K. Scientific Reasoning
- L. Communication
- M. Implications of Science & Technology

Each content standard in the clusters shown is defined in Maine's *Learning Results*, which are the basis for science and technology Grade Span Expectations. Each item on the MEA measures a grade span expectation, which can be found at <http://www.maine.gov/education/lslalt/gles.htm>.

# SCIENCE AND TECHNOLOGY RESULTS

(CONTINUED)

Date: March 2007  
Grade: 4  
District: MSAD 29  
School: Houlton Southside School

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	78	4	5	42	54	24	31	8	10	445	78	5	54	31	10	445	13904	7	49	32	12	444
<b>Ethnicity</b>																						
African American	1										1						371	2	29	39	30	435
American Indian/Native Alaskan	9	0	0	3	33	2	22	4	44	437	9	0	33	22	44	437	110	2	35	41	22	440
Asian/Pacific Islander	0										0						202	10	49	30	12	445
Hispanic	2										2						166	4	41	40	16	441
White	66	4	6	39	59	19	29	4	6	446	66	6	59	29	6	446	13053	7	50	31	12	444
Not Reported	0										0						2					
<b>Identified disability</b>																						
Yes	22	0	0	12	55	4	18	6	27	440	22	0	55	18	27	440	2353	3	33	39	25	438
No	56	4	7	30	54	20	36	2	4	447	56	7	54	36	4	447	11551	8	52	30	10	445
<b>Limited English proficient students</b>																						
Current LEP in first year	0										0						5	0	20	40	40	432
Current LEP beyond first year	0										0						281	2	24	40	34	434
<b>Economically disadvantaged</b>																						
Yes	44	1	2	21	48	16	36	6	14	442	44	2	48	36	14	442	5370	3	41	37	19	440
No	34	3	9	21	62	8	24	2	6	449	34	9	62	24	6	449	8534	9	54	28	9	446
<b>Migrant</b>																						
Yes	0										0						4					
No	78	4	5	42	54	24	31	8	10	445	78	5	54	31	10	445	13900	7	49	32	12	444
<b>Gender</b>																						
Female	39	1	3	14	36	18	46	6	15	441	39	3	36	46	15	441	6720	7	48	32	13	443
Male	39	3	8	28	72	6	15	2	5	449	39	8	72	15	5	449	7182	7	50	31	12	444
Not Reported	0										0						2					
<b>Title 1A targeted program</b>																						
Yes	4										4						1865	1	31	42	26	437
No	74	4	5	39	53	24	32	7	9	445	74	5	53	32	9	445	12039	8	52	30	10	445
<b>Gifted/talented program</b>																						
Yes	5	1	20	3	60	1	20	0	0	455	5	20	60	20	0	455	401	31	64	4	1	458
No	73	3	4	39	53	23	32	8	11	444	73	4	53	32	11	444	13503	6	49	32	13	444

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# SCIENCE AND TECHNOLOGY RESULTS

## (QUESTIONNAIRE ITEMS)

Date: March 2007  
Grade: 4  
District: MSAD 29  
School: Houlton Southside School

QUESTIONNAIRE ITEMS	School										District						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	4	0	0	0	0	2	67	1	33	435	4	0	0	67	33	435	5	4	37	35	23	440
B. less than one hour	68	3	6	26	49	17	32	7	13	444	68	6	49	32	13	444	76	7	50	32	11	444
C. one to two hours	28	1	5	16	73	5	23	0	0	449	28	5	73	23	0	449	18	8	50	30	12	444
D. more than two hours	0										0						2	3	39	32	26	438
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about science?</b>																						
A. The questions on the test match what I have learned in science class.	35	1	4	14	52	9	33	3	11	445	35	4	52	33	11	445	21	10	50	28	12	445
B. They match some of what I have learned.	49	3	8	21	55	12	32	2	5	446	49	8	55	32	5	446	49	7	51	32	11	445
C. They match just a little of what I have learned.	16	0	0	7	58	2	17	3	25	441	16	0	58	17	25	441	24	5	48	33	14	443
D. There is no match.	0										0						7	4	38	37	21	439
<b>Which of the following best describes how you rate yourself as a student in science?</b>																						
A. very good	21	1	6	7	44	5	31	3	19	443	21	6	44	31	19	443	23	9	51	27	13	445
B. good	58	3	7	23	51	16	36	3	7	446	58	7	51	36	7	446	54	8	51	31	11	445
C. fair	18	0	0	10	71	3	21	1	7	445	18	0	71	21	7	445	20	4	46	37	14	442
D. poor	3	0	0	1	50	0	0	1	50	435	3	0	50	0	50	435	3	2	31	38	29	436
<b>How difficult was the science part of this test?</b>																						
A. harder than my regular schoolwork	19	1	7	8	53	3	20	3	20	443	19	7	53	20	20	443	24	6	48	32	14	443
B. about the same as my regular schoolwork	69	3	6	29	55	18	34	3	6	446	69	6	55	34	6	446	61	8	50	31	11	445
C. easier than my regular schoolwork	12	0	0	5	56	3	33	1	11	443	12	0	56	33	11	443	15	7	48	31	14	443
<b>How often do you have science classes?</b>																						
A. every day	59	2	4	25	54	14	30	5	11	445	59	4	54	30	11	445	26	7	48	32	13	444
B. a few times a week	40	2	6	16	52	10	32	3	10	445	40	6	52	32	10	445	53	8	51	31	11	445
C. once a week	0										0						10	4	45	32	18	442
D. a few times a month	1	0	0	1	100	0	0	0	0	448	1	0	100	0	0	448	11	6	48	33	13	443
<b>Which statement best describes how you learn science?</b>																						
A. I mostly read a textbook and answer questions, and/or take notes and do assignments. I use science kits for demonstrations and experiments.	3	0	0	1	50	1	50	0	0	449	3	0	50	50	0	449	23	5	45	35	15	442
B. I work in groups to design and conduct experiments.	59	3	7	20	43	15	33	8	17	443	59	7	43	33	17	443	26	4	44	37	16	442
C. I do a combination of A and B, mostly A.	8	0	0	2	33	4	67	0	0	440	8	0	33	67	0	440	28	10	53	28	10	446
D. I do a combination of A and B, mostly B.	31	1	4	19	79	4	17	0	0	450	31	4	79	17	0	450	24	9	54	27	10	446
<b>Optional school/district question</b>																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											